



Impact of Communication for Effective Training Courses on the Performance of Higher Educational Institute Faculty Members of Karachi

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ABSTRACT

In the current scenario, Higher Educational Institutes embraces different training programs for the faculty development to attain advanced knowledge and skills. Therefore, an assessment for a conducted training program's usefulness and its outcomes on the performance of Faculty of Higher Education is important. On-the-Job Training and Off-the-Job Training are the most highlighted versions of trainings in the education industry. However, online training has also its impact as a result of COVID-19 that has invaded our lives. Communication has vital impact on training mode. This research project aims at defining the effectiveness of On-the-Job and Off-the-Job Training courses on the performance of Higher Educational Institute Faculty members of Pakistan. This Quantitative research study with an explanatory research design, aims to define the influence of implementation of the training programs, and examine the



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effectiveness of on-the-job and off-the-job training for faculty to achieve the higher knowledge and enhanced skills level. A non-probability sampling design with a emphasis on Purposive sampling for the collection of data has been attempted with a questionnaire according to the 5-point Likert scale. The data has been analyzed as Structured Equation Modeling (SEM) by using Smart PLS version 3.0, internal consistency by Cronbach's Alpha and Composite Reliability. The Discriminant Validity and Convergent Validity results show that the data is reliable and valid. Two hypotheses have been tested. H^1 has been rejected at the connotation level of 0.05 which interprets that On-the-job Training does not have a positive impact on Faculty development and performance, whereas H^2 has been accepted at the significance level of 0.01 which refers to Off-the-job training has a constructive influence on performance. As the p-value (typically ≤ 0.05) confirms solid evidence against the null hypothesis. The R^2 of both training methods on performance is 0.344.

Keywords: Faculty Development, Training and Development, On-the-job Training, Off-the-job Training, Online Training

INTRODUCTION

Training is a learning activity to obtain new and up to date knowledge and skills compulsory for the execution of tasks on work (Chauhan, 2018).

Likewise, other industries, the Higher Education Faculty is also dealing with competition, endlessly changing technology and constant change in global environment. Faculty Development caters to a wide range of activities that are perceived extremely prime and crucial to help academicians in improving their professional skills that are pivotal for carrying out their



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teaching, research or administrative activities in education (Davis, Clevenger, Posnock, Robertson, Ander, 2015)

The professional development and academic stature of any institution's faculty members are connected to its educational vivacity. This can be materialized by a very dynamic, innovative and energetic Faculty development program that has been shown to lead to enhancement of faculty's skills in all the five desired domains, i.e., teaching, assessment, curriculum support, organizational leadership and mentoring (Chang and Pribbenow, 2016). Faculty development and effectiveness endorses the educational improvements and strategies that are authentic, dignitary and are executed in a professional manner. Professional organizations and experts have recommended Faculty effectiveness and development for greater awareness and attainment of knowledge in teaching and learning.

Key features of effectiveness of faculty includes; usage of experiential learning; timely and effective feedback; peer and colleague relationships; well-organized interventions in models for principles of teaching and learning; and diverse educational strategies. All these leave a humongous impact on the University reputation and its recognition too.

Changes to the role of the faculty member in higher education requires and demands alteration in faculty preparation. There has been a decline in higher education budgets, which have often led to cuts in faculty development funding, decreased support for students, and increased pressure to acquire outside funding (Akiba, LeTendre, & Scribner, 2007). Despite these discrepancies to faculty development, faculty accountability for student learning has increased. The multiple roles faculty play require skills in research, teaching, and service. This requires faculty members to: understand students, learn new innovative technologies, deal with societal demands for accountability, balance the tripartite workload of faculty, and



understand the changing job market (Blömeke, Busse, Kaiser, König, & Suhl, 2016). In order to brace faculty should develop faculty communities, foster positive relationships with other faculty members, encourage partnerships for research, provide a network of support, encourage critical reflection, and offer monthly support groups to help faculty members develop into their roles.

Development programs play an extremely crucial role in helping faculty members polish, cultivate and enhance their roles. Faculty members who participated in a faculty development program reported improved student success and student retention, as well as a marked positive impact on student learning, satisfaction, and motivation (Boakye, 2014). Faculty members who took pedagogical training credits reported higher self-efficacy than those who did not. Unfortunately, faculty development workshops are often viewed as just one more item on the “to-do” list and are not necessarily beneficial and valued. However, well-designed faculty development and effectiveness programs can enhance and amplify the quality of teaching and assessment practices. Faculty members were more likely to be successful and content with their jobs if resources for professional development and effectiveness are available and a culture of collegiality, collaboration, coordination positive competition and community is created within the university and is constantly encouraged. Abdullah, Ahsan, and Alam, (2009) study indicated that satisfaction with the job and experiencing personal growth explain the greatest variance in the overall job satisfaction score. Their research suggested department chairs and administrators focus faculty development on factors related to individual personal growth and satisfaction.

Training and Development programs may vary in terms of skill and pedagogy but many universities are creating strategic programs that use



online training as its basis, due to its low cost and flexibility of scheduling, in educating qualified faculty members throughout the globe so long as they have access to the internet (Chang, Pribbenow, 2016). Distance education and distance learning are realities of life and educators should understand it in order to create a healthy learning environment for diverse students it is vital to create one. Higher education faculty must use distance education technology to enhance their offerings. However, the faculty needs continuous training and development opportunities to keep up and abreast, at par with the changes in the global environment. . A famous quote in the corporate training world that “people learn differently and facilitators of education are people too.” Faculty members, just like other adults, need to be involved in the learning process in order for the learning and training in order to be enjoyable, effective and long-term oriented. Just-in-time education, learner participation during the session and interaction are critical to effective facilitation techniques that increase learning and retention with adult learners. A major element of being or becoming an effective educator involves understanding and acknowledging how each group of participants learn best and then integrating activities that best suit their learning styles regardless of teaching modality (Davis, Clevenger, Posnock, Robertson, Ander, 2015). Faculty of higher education are autonomous, self-directed, goal-oriented, relevancy-oriented, and practical since they tend to focus on the aspects of a lesson most useful to them in their work. Furthermore, they have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. An effective facilitator must remember that, as do all learners, adults need to be shown respect. While considering the mentioned characteristics of adult learners, facilitators should acknowledge the wealth of experiences that adults bring with them



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that can be integrated into the learning modules. These individuals should be encouraged to take initiative in their learning and they must become a part of the learning process through effective facilitation by the facilitator and appropriate administrative processes that allow learners to become a part of the learning experience. There are many elements that should be considered with faculty in the educational environment and one is that faculty are likely to engage in learning activities before, after, or even during any challenges facing them these are described as “teaching moments or opportunities” and they are likely to engage in learning that promises to help them cope with the transition (Desimone, Smith, & Phillips, 2013). Furthermore, adults are concerned about their self-esteem and ego which influences their behavior. Facilitation should respect their dignity and self-esteem concerns. This must be remembered that the average faculty can effectively focus on a limited number of concepts at a given time. (Evans, 2001) The trainer should effectively balance the presentation of new material, discussions, sharing of relevant experiences, and the time allotted. Trainers should recognize that adults want their learning to be problem-oriented, personalized and appropriate to their need for direction and personal responsibility.

Communication is an intangible element with some indefinable and indescribable confines. Referring to its importance, many bright scholars not only from the industry but also from the Academia defined it as an ambiguous as it appears as individual understanding based on their experiences (Katz & Kahn, 1966). It requires some degree of effectiveness to reflect its functionality. The component of individual interpretation sometimes become difficult to handle even with highly experienced managers (Katz & Kahn, 1966)



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Similarly there is no proper definition of managerial or organizational communication exist. Drucker (1996) highlighted managerial communication as a practice of speaking and receiving for what has been said and perceived as exchange of information transference.

On-the-Job training process:

As per Chandrasekhar (2011) On-the-Job training method is a method of training where trainees or employees study how to perform their job in the best possible way by essentially performing it. An employee learns and improves expertise at the same time performing his/her job. The organization does not need to arrange a special training session to teach or train those employees to develop expertise, it simply allocates a qualified and experienced employee to teach and train the inexpert one. This method is mostly used to train the new employees or the lower level of employees. This method may not be the most efficient or effective method to train an employee but it is a cost-saving method. Training programs should be aligned with the company's strategic goals. Training boosts employee learning which results in high performance at work. The advantages are cost effective, instant feedback and learn by performing continuously.

Off-the-Job training process

(Chandrasekhar 2011), Off-the-Job training process needs participants to leave their places of work and focus completely on the training. This is a costly process and companies mostly hire some external trainers for the training of their employees. In this case, trainers who do the training of employees are high on skills and knowledge; they have a broader knowledge than the trainer or employee who performs on job training. These training



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and development practices comprise of the case study method, management games, seminars, role-playing, corporate university programs, and behavior modelling and executive coaches. Online Training also falls in the domain of off-the-job training method.

Communication

Littlejohn (1989) defined the transmission theory for communication as formal or informal downward, horizontal or upward exchange of ideas to achieve what is required which can be demonstrate as per the following shared diagram.

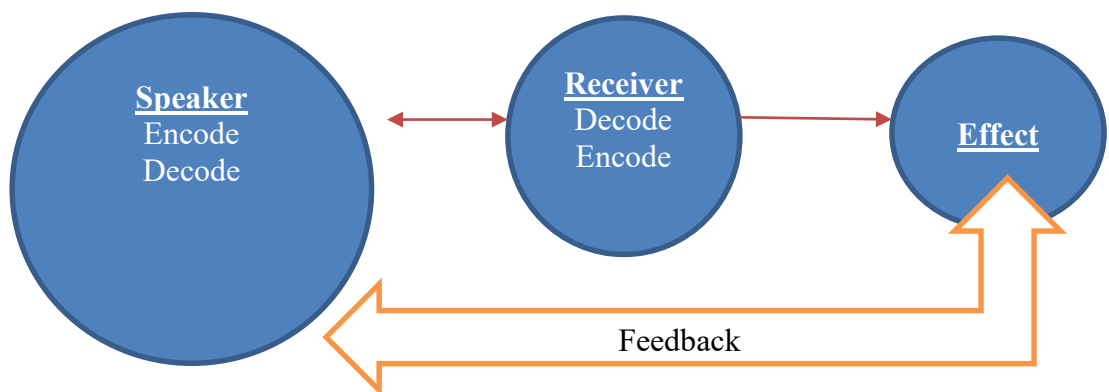


Figure 1: Communication Function Context

Problem Statement

Multiple researches has been conducted on the training for Faculty performance and on topic of the usefulness of On-the-job training on Faculty performance but very limited studies has been done a very rare



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research on the effectiveness of Off-the job training and online training on performance. This research is aiming to fill in the gap in the previous studies.

No universal measure has been there that can yield the similar consequence in the diverse cultures and dissimilar forms of research, the experts have defined several dynamics that can convince the anticipated consequences. Though the outcomes fluctuate with concerns to time structure, culture and gender dissimilarities (Khan, Ahmed & Qadir, 2016). This research focuses on factors that are on-the job, online and Off-the-Job training and its impression on the Faculty of Higher Education Commission performance referring the element of Communication. The research is done within the geographic boundaries of Karachi, Pakistan.

In Pakistan, there has not been much research done on either of these training methods and check their impact on the overall Faculty effectiveness. So, this study will work upon comparing the effectiveness of the On-the-job Training and Off-the-job Training Method keeping the element of communication. It will help the HR managers to take an efficient decision while selecting the training method for their employees as it is likely to affect the performance.

Research Question

RQ1- Is there any significant impression of on-the-job training on Faculty performance of Higher Education System?

RQ2- What is the impact of Communication for Effective Training and the Performance of Higher Educational Institute Faculty Members of Karachi

RQ3-What is the influence of Off-the-job training on Faculty Performance?



RQ4-What was the significance of on-line training during COVID-19 on faculty performance?

Research Objective

This research presumes to investigate the relationship of Faculty effectiveness with On-the-Job Training, Off-the-Job and Online Training with an element of communication on the Faculty of Higher Education Commission.

Significance of the Study

This examination would be helpful for the Faculty of Higher Education Commission that mean to improve their performance execution. This examination would give a stage to future exploration in regards to on-the job, off-the job and online training of faculty for effective communication and performance execution in the structure of Pakistan.

LITERATURE REVIEW

Training is demarcated as a strategic interference that is intended to improve the factors of the job performance of all the employees. Training sessions benefit personnel in decreasing the obstruction and fretfulness level which is produced by substantial assignments and also facilitates them to handle the workload efficiently. Contemporary organizations have recognized the significant role of Human Resource Development (HRD), and have started using different training methods as an instrument for improving employee performance and satisfaction (Timal, Ahmad & Awais, 2016).

Training leaves a positive impact on confidence enhancement and diversified knowledge. As professional Confidence will increase of the



trained faculty, due to the broadened horizons that have been caused due to the diversified knowledge that the faculty has absorbed due to training. Universities must deal with training demands connected with changing and developing globalization. For this purpose, entities are equipped with the exact type of abilities, knowledge and skills to carry out assigned duties and thus training is supposed to have a substantial influence on Faculty competence which further leaves an impact on the universities overall growth. It has also been observed that more investment in training of employees has headed to more efficiency. The existence of universities in a continuously changing technology era keeps an endless pressure on them to up hold competitive advantage in the market. So employees that is faculty will be encouraged to continually improve their skills, knowledge, capabilities and abilities to meet the demand. They need to work upon optimistic work-related attitudes.

Training Methods

Human Resource Management (HRM) can upgrade the administration technique execution to accomplish the objective of an association (Ferguson and Reio, 2010). Firm execution can be upgraded through enhancing talented HR. Even all universities have and support HR Department. HRM practices can achieve abilities, capacity and inspiration (Delaney and Huselid, 1996) which results in the improvement in general firm execution (Ferguson and Reio, 2010). Earlier investigations tracked down that viable HRM reflects an optimistic relationship on hierarchical execution (Fabling and Grimes, 2010). Lee et al. (2010) recognized six (6) key HRM mechanism along with cooperation, preparation and advancement, remuneration/motivators, execution evaluation that are discovered to be decidedly identified with business system and firm execution in the steel



industry in Taiwan. Utilizing a contextual investigation of AT&T in Taiwan, Wang et al. (2011) likewise discovered affirmative connections among human resources, Human Resource practices (like enrollment, preparing and improvement, execution assessment, wages and worker connections) and division execution.

Companies/ universities should use the training method that encourages the learners to expand their performance, evidently determine preferred abilities, also provides time for contribution by the learner. Management needs to deliver an occasion for the trainees to exercise the learned skills and also implement the newly gained knowledge; also provide them timely feedback based on their performance. Some researchers have faith that training and development are the same terms. But some feel that these two are completely different from each other. According to George and Jones (2001), the term Training mainly emphasizes educating the organization's personnel on the methods to execute their contemporary jobs. Also helping them in acquiring the required skills and knowledge they require for being a productive worker. On-Job Training includes different techniques to teach or train the participants that include apprenticeship training, coaching and job rotation. However, it is not possible to train employees only by providing them On-the-job Training, it also has some disadvantages as well. Education is an coaching in the further all-purpose awareness of the culture, such as olden times or mathematics. The company should design some specific tasks and encourage the trainees to implement the learning into these tasks (Aguinis & Kraiger, 2009). There are two widely used training approaches:

1. On-the-Job Training Method
2. Off-the-Job Training Method
3. Online Training



On-The-Job Training (INDEPENDENT VARIABLE)

As per Huang and Jao (2016) On-the-job Training is started in the work situation as the student grips the work obligations. As per preparation, a more qualified worker or director can teach. Whereas, connotation can work for an expert instructor to contribute for the preparation. Huang and Jao (2016) articulated that appropriate preparation in a situation away from the working atmosphere can be exploited to support the work preparation. It has also been observed that more investment in training of employees has headed to more efficiency. The existence of companies/universities in a continuously changing technology era keeps an endless pressure on them to uphold competitive advantage in the market. So employees will be encouraged to continually improve their information, expertise and capabilities to meet the demand of skilled labor in the organizations. Hands-on preparing methods incorporate tutoring, instructing, exhibits, work pivot and group building work out (Barzagar & Farjad, 2011).

According to Chandrasekhar (2011) On-the-job, training is a method of training where trainees or employees (faculty) study how to perform their job in the best possible way by essentially performing it. An employee learns and improves expertise at the same time performing his/her job. The organization does not need to arrange a special training session to teach or train those employees to develop expertise, it simply allocates a qualified and experienced employee to teach and train the inexperienced one.

According to Blanchard, Thacker and Ram (2012), mostly On-the-job Training method is used to train employees (faculty) because it is a low on cost and quick process. In most cases On-the-job Training is used to teach employees (faculty) new concepts for example software or some advanced technological process to use in their daily work routines. On-Job Training includes different techniques to teach or train the participants that include



apprenticeship training, coaching and job rotation. However, it is not possible to train employees only by providing them On-the-job Training, it also has some disadvantages as well. Education is teaching for the increase in the all-purpose awareness of the community, such as olden times or science. Employees (Faculty) who are more skilled, experienced and knowledgeable train the new or the employees who are low on skills and knowledge in the On-the-job Training method. Training is normally reflected as an instrument that is used to progress the expertise, knowledge, abilities and attitude of workers to understand specific features of business on the individual level. When training and development are combined with other HR practices, ultimately affects the company's performance and lead it toward the success track. Training program's needs always arise every time management feels a break amongst the preferred and real performance level of their workforce. Normally the top management of the organization (universities) attempts to block this break by choosing the On-the-job training method (Gupta, 2013).

According to Shahnawaz (2009) motive of On-the-job Training is mostly to offer personnel work-related skills and knowledge while performing it in the work area. Trainers only focus upon the hardcore skills and knowledge to teach the trainees which they will need in performing their job. On-the-Job Training includes different techniques to teach or train the participants that include apprenticeship training, coaching and job rotation (Wright, Dunford and Snell, 2001). However, it is not possible to train employees only by providing them On-the-job Training, it also has some disadvantages as well.

Whenever the HR department or management at an organization or university evaluates the performance of employees they should maintain a checklist that they will use constantly in the evaluating process.



The system for estimating the execution of representatives may contrast from each organization or university. It has also been observed that more investment in training of employees has headed to more efficiency. The existence of companies in a continuously changing technology era keeps an endless pressure on them to uphold competitive advantage in the market. So employees or faculty must be encouraged to continually improve their capacities, knowledge, skills and capabilities to meet the demand of skilled and well experienced faculty in the organization. The information as yet reveals a showing up assertion in the conviction that there is a constructive connotation between getting prepared and professional execution. Hence getting ready affects unequivocally on students execution by making favorable circumstances to both the agents and the affiliation they work for through the enhancement of aptitudes, learning, limits, abilities and lead (Evans, 2001). Every affiliation that is centered around making benefits for its proprietors and giving quality help to its students and beneficiaries must place assets into the work getting ready for its delegates.

Off-The Job Training (INDEPENDENT VARIABLE)

Huang and Jao (2016) renowned two methodologies that are incorporated into preparing, specifically; off work preparing and practical preparing. Off-the-work preparing includes giving preparation to the representatives or supervisors in a situation away from the place, where the abilities and info acquired are to be practical (Huang and Jao, 2016; Yasin and Gomes, 2010). The procedure involves the faculty (who is under training) to leave their work duties and focus on preparing. Scholar's contributions have proven that many associations have presented an expanded inclination for off work preparation (Khan et al., 2011). Off-the work preparing methods incorporates conceptualizing, conversations, contextual analyses, conduct demonstrating, meetings, and talks.



According to Chandrasekhar (2011) Off-the-job Training method require participants to leave their places of work so that they can completely focus on training and learning new skills and knowledge. Off-the-job, Training method became very common nowadays because of the restrictions in the On-the-job Training method like deficiency of group conversation and complete involvement of the learners among the diverse departments and also absence of facilities and learning environment etc. Also, this is a big issue in the On-the-job Training method to determine who will practice as a trainer and what techniques will be used to train the employees.

According to Alipour, Salehi & Shahnava (2009) Off-the-job training is a training technique that doesn't take place in the usual working environment of the participants. Most of the times Off-the-job Training is wanted to experience the aggregate adapting necessities of a gathering instead of some specific person's needs. Off-the-Job Training is done by the usage of different techniques like games, activities and simulations, lectures, computer-based training etc. Even online training that is computer based training has been very beneficial.

Jagero, Komba & Mlingi (2012) says in her study that Off-the-job Training usually adds dimension to the training taken by the younger participants because in Off-the-job training participants can learn some additional skills and knowledge that are even not currently usable at their workplaces but that learning will help them at some point in their life. Boakye (2014) Organizations where there is no Off-the-Job Training and only focuses on On-the-Job Trainings employees mostly receives training forced by the managers or organizations and when they are forced to attend any training at the workplace, it affects the working attitude of employees (Wright and McMahan, 1992). And attitude is the most important factor among KSA (Knowledge, Skills and Attitude). It has also been observed that more



investment in training of employees or faculties by university has headed to more efficiency. The existence of universities in a continuously changing technology era keeps an endless pressure on them to uphold competitive advantage in the market. So, employees will be encouraged to continually improve their awareness, expertise and capabilities to meet the demand of skilled labor in the organizations. Even with the best intentions of the management while giving On-the-job training to employees, work pressure may take priority over the learning of employees.

Faculty Effectiveness: (DEPENDENT VARIABLE)

Analysts concur that educators are one of the main school-based assets in deciding understudies' future scholastic achievement and lifetime results (Chetty et al. 2014; Rivkin et al. 2005; Rockoff 2004). As an outcome, there have been areas of strength for working on educators' presentation and viability for upgrading understudy learning. Goe (2007), characterized educator execution and adequacy as far as development in understudy learning, ordinarily estimated by understudy normalized evaluation results. Chetty et al. (2014) found that understudies showed by profoundly powerful educators, as characterized by the student growth percentile (SGPs) and value-added measures (VAMs), we're bound to go to school, acquire more, live in higher-pay areas, set aside more cash for retirement, and were less inclined to have kids.

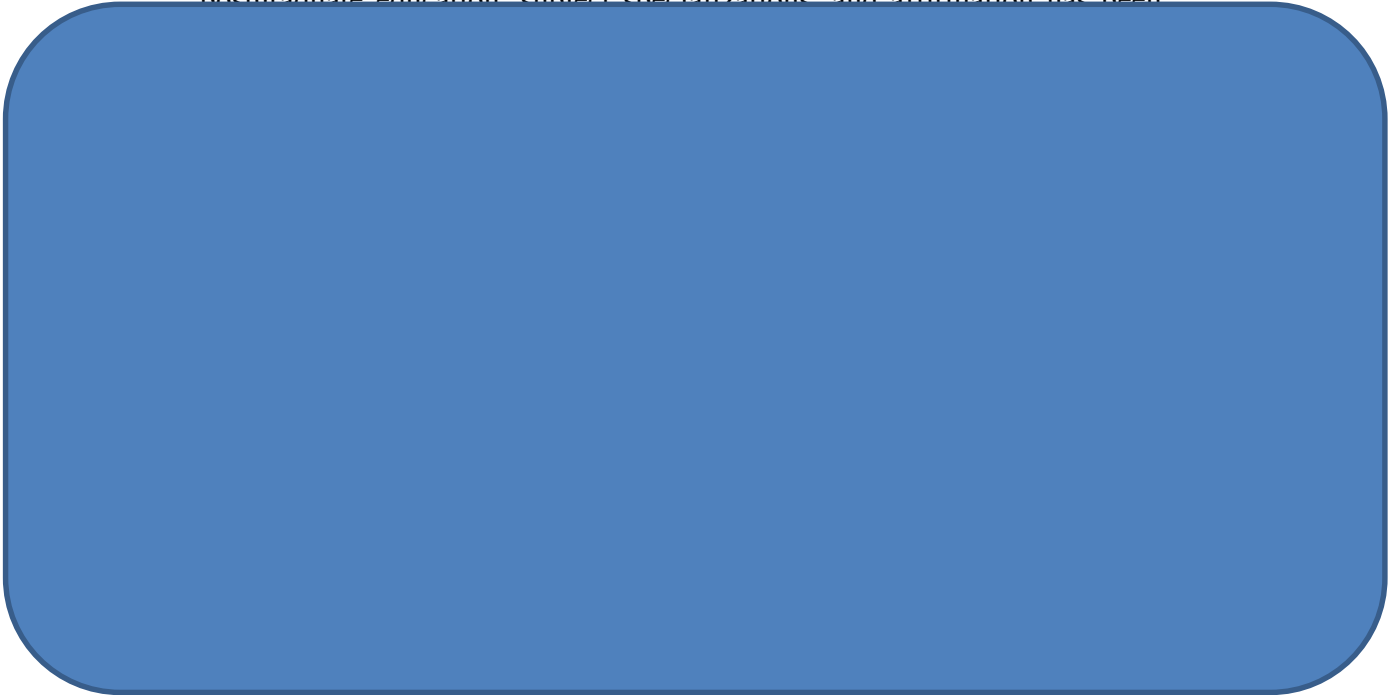
An instructor's expert information alludes to their topic information, curricular information, and educational information. This expert information is impacted by the college degrees procured by an educator, the school joined in, graduate examinations embraced, and chances to draw in with hands-on preparing ordinarily alluded to as an expert turn of events. The specialist has noticed, that proportions of instructor planning and



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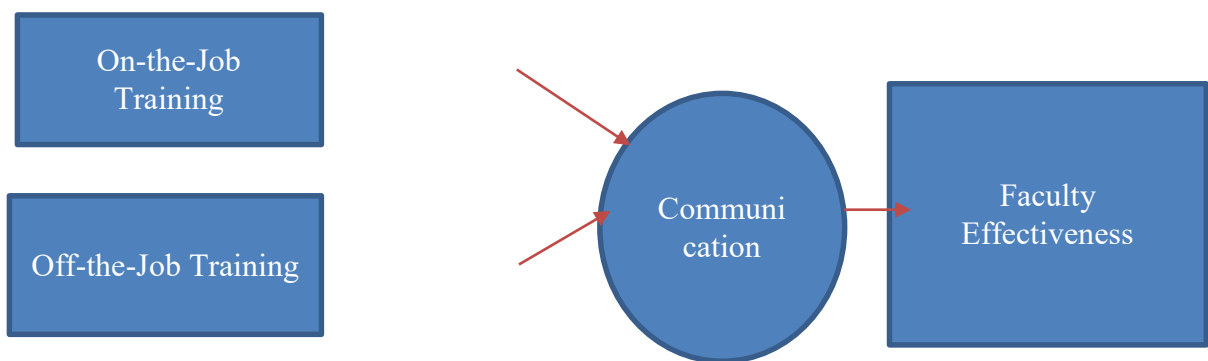
certificate were by a wide margin the most grounded connects of understudy accomplishment.

Similarly, as with experience, research on the effect of instructor postgraduate education, subject specializations, and affirmation has been



exemption (Blomeke et al. 2016; Harris and Sass 2011).

2.2. Conceptual Framework





Hypothesis of the Study

H₁: On-the-Job Training has a substantial relationship on Faculty Effectiveness in Karachi, Pakistan.

H₂: Off-the-Job Training has a substantial relationship on Faculty Effectiveness in Karachi, Pakistan.

RESEARCH METHODOLOGY

Research Design

The quantitative approach has been used in the research. Primary data was collected using a convenience sampling technique through questionnaires that were filled by the employees of private sector universities in Karachi, Pakistan. Secondary data was collected through previous research articles, books and from the web. The data collected is analyzed through SmartPLS3. The research design mentions the choice of definite procedures of data collection and its analysis. In a research paper or thesis author can define this as an overall idea about what he will “do to reply to the research problems (Saunders, Lewis, & Thornhill, 2012)”

The research design adopted for this project is explanatory. This design is adopted when a researcher needs to connect ideas to comprehend cause and effect. In other words, it is a research design when the researcher wants to tell a story or prove his results with the help of data (Knafllic, 2014). Measurable Research checks the problem for making statistical info or info that can be altered keen on practical visions. It is used to check approaches,



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attributes, emotional state, applies, and other categorized influences – and to summarize the outcomes from a greater sample of the population. Quantitative Research uses measureable info to plan inevitabilities and depicts strategies in research. Quantitative data buildup approaches are expressively further controlled than Qualitative data assembly methods (DeFranzo, 2011)”

Sample Design

Non Probability sampling has been used for this study with limitations like limited time bound, commuting problems, and financial constraint. Purposive sampling approach is considered for data collection because it was necessary to check whether the participant has attended any training session or not during the working tenure at the Academic Institution.

Instrument Selection

A form has been aimed conferring to the 5-point Likert Scale. It measures the reactions of the contestants on the scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

Data Collection Technique

The researcher has designed a questionnaire in Google form and sent it to Higher Educational Faculty of Karachi and received only 295 responses.

DATA ANALYSIS TOOLS AND TECHNIQUES

The researcher checked the reliability and validity of the scale, mainly for internal consistency through the Cronbach's Alpha. The values of Cronbach's alpha in the results prove that the data is reliable and acceptable. To check the validity researcher has checked the factor analysis with the help of outer loadings and it also proves that the items of all three variables are valid.



The above mention hypotheses has been tested grounded on structural equation modelling, using a Partial Least Squares (PLS) technique using Smart PLS Version 3.0. PLS is a deep-rooted technique for guessing trail coefficients in structural representations and became progressively prevalent in marketing research over the last 10 years due to its capacity to model latent concepts under circumstances of non-normality with small-to-medium sample proportions (Sarstedt, Hair, Hult & Ringle, 2013). The researcher completed the PLS algorithm measures to define the meaningful heights of the loadings, weights and trail coefficients, followed by a bootstrapping technique to establish the significant levels of the planned hypothesis. Later the process recommended by Anderson and Gerbing (1988), the investigator anticipated the rationality and fairness of fit of the measurement structure formerly testing the model associations defined in the structural model.”

RESULTS & ANALYSIS

DEMOGRAPHICS

The demographic study of 295 sample respondents reflects that

- 124 (42%) respondents were male and 171(58%) were female.
- 70.5% of respondents aged between 30 to 40 years.
- 42% of respondents holding a post-graduation degree.
- 60% of respondents were earning between 50,000 to 100,000/-
- 67% of the respondents were permanent faculty were as 33% were visiting faculty
- Representing Faculties of the Respondents
 - o 23% Faculty of Computer Science
 - o 41% Faculty of Humanities & Management Sciences



- 20% Faculty of Mechanical Engineers
- 16% Faculty of Electrical Engineers

RELIABILITY & VALIDITY

Table 4.1 shows that the AVE, CR of all three variables that are On-the-job Training, Off-the-job Training and Faculty Effectiveness. The Factor Loading of all the indicators is more than 0.5 which means the statistics is reliable and valid.

It shows that the Cronbach's Alpha value of two variables is more than 0.7 and one variable is less than 0.7. The Cronbach's alpha value of On-the-job Training is 0.674, On-the-job Training, is 0.702 and Faculty Effectiveness is 0.728.

Table 4.1

Construct	Items	Loading	AVE	CR
On-the-job Training (Cronbach's Alpha = 0.674)	ONJT1	0.581	0.587	0.806
	ONJT2	0.877		
	ONJT3	0.808		
Off-the-job Training (Cronbach's Alpha = 0.702)	OFJT1	0.718	0.612	0.824
	OFJT2	0.764		
	OFJT3	0.858		
Faculty Effectiveness (Cronbach's Alpha = 0.728)	FEM1	0.760	0.649	0.847
	FEM2	0.824		
	FEM3	0.831		

Table 4.2: Discriminant Validity

	On-the-Job Training	Off-the-Job Training	Faculty Effectiveness



On-the-Job Training	0.766		
Off-the-Job Training	0.312	0.782	
Faculty Effectiveness	0.225	0.585	0.805

STRUCTURAL MODEL

The researcher has used Smart PLS version 3.0 for this investigation study and tested the structural model and hypothesis and directed the bootstrapping process with 300 repetitions to check the numerical standing of the weights of sub-constructs and path coefficients.

The researcher tested the hypothesized relationships in the structural framework after checking the measurement model and goodness of fit. On-the-Job and Off-the-Job Training explains 34.4% of Faculty Effectiveness ($R^2=0.344$) which is average and acceptable.

Table 4.3 shows the relapse after effects of the Faculty Effectiveness. The reliant variable as massive, practical, and little, fixated on the positive aspect of R^2 that is 0.67 or advanced reason for a solid impact, 0.33 or more for adequate and 0.19 for ineffective influence separately. The value of R^2 is 0.344 and the altered R^2 is 0.330. This displays that On- the-Job and Off-the-Job Training combined have a moderate consequence on the Faculty Effectiveness.

Table 4.3 Regression Results

	R Square	Adjusted R Square
Faculty Effectiveness	0.344	0.330



Table 4.4 spectacle the consequence of the structural model and hypothesis investigation. Two hypotheses have been tried and mentioned in the table. H₁ has been rejected at the significance level of 0.05 which interprets that On-the-Job Training does not have an optimistic impact on Faculty Effectiveness while H₂ has been accepted at the significance level of 0.01 which means that Off-the-Job training has a positive impact on Faculty Effectiveness. As the p-value (typically ≤ 0.05) displays firm indication in contradiction of the null hypothesis, rejecting the null hypothesis and it means that the alternative hypothesis is accepted.

Table 4.4 Hypothesis Testing

Hypothesis	Beta	t-Value	p-value	decision
H ₁	0.047	0.530	0.596	Rejected
H ₂	0.571	9.872	0.000	Accepted

CONCLUSION

According to Alipour, Salehi & Shahnava (2009) motive of On-the-Job Training is mostly to offer personnel work-related skills and knowledge while performing it in the work area. Trainers only focus upon the hardcore skills and knowledge to teach the trainees which they will need in performing their job. On-the-Job Training includes different techniques to teach or train the participants that include apprenticeship training, coaching and job rotation. However, it is not possible to train employees/faculty only by providing them On-the-Job Training, it also has some disadvantages as well.

It is really difficult to understand, reframe, and communicate the shared idea from receiver and sender perspective. In delivering training program it plays



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a vital role. Although it is difficult to measure the indescribable notion, we cannot ignore the locus of communication in the process of training program Whenever the HR department or management evaluates the performance of employees they should maintain a checklist that they will use constantly in the evaluating process (Guest, 1997). Some researchers have faith that training and development are the same terms. But some feel that these two are completely different from each other. According to George and Jones (2001), the term Training mainly emphasizes educating the organization's personnel on the methods to execute their contemporary jobs. Also helping them in acquiring the required skills and knowledge they require for being a productive worker. On-the-Job Training includes different techniques to teach or train the participants that include apprenticeship training, coaching and job rotation. However, it is not possible to train employees only by providing them On-the-Job Training, it also has some disadvantages as well. Education is guidance for the enhancement of general knowledge of the social group, such as science or mathematics.

The system for estimating the execution of representatives may contrast from each organization. The information as yet reveals a showing up assertion in the conviction that there is a constructive connotation between getting ready and expert performance. Thusly getting ready affects unequivocally on execution by making favorable circumstances to both the agents and the affiliation they work for through the enhancement of aptitudes, learning, limits, abilities and lead (Evans, 2001). Every affiliation that is centered around making benefits for its proprietors and giving quality help to its customers and beneficiaries must place assets into the work getting ready for its delegates.



RECOMMENDATIONS

To support the people, cultivate the culture of continuous learning and development within the university, to encounter its upcoming human resource requirements. Formal and informal procedures are used in the training to convey the information and knowledge and to support staff in acquiring new skills that are essential for them to fulfil their duties. Training is an effort initiated by a university to nurture knowledge, skills and abilities amongst the faculty. Training is a continuous effort planned to expand workers' skills and establish performance as an objective to progress on the employee's capability and performance. Almost all of the most developed countries focus on their HRM part for their economic development. As per the results of this research, the universities in Pakistan should focus more on Off-the-Job Training Methods to increase the usefulness of the faculty and their performance. However, it does not limit or decrease the importance of On-the-job training as it has been considered effective by many companies whether large scale or small scale.

FUTURE STUDIES

This study was conducted in Karachi and with a small sample size while it is recommended that future studies can be conducted with a bigger sample size. It is endorsed to take this study into the other cities of Pakistan as On-the-Job and Off-the-Job Training has become an important factor for the performance of any employee or any department. Higher number of respondents could reflect and draw the attention of upper management for the strategies and factors that are more effective and have carries influence on the faculty effectiveness.



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